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ABSTRACT

This booklet is intended for Ohio high school volunteers who assist in special education programs and who are members of high school chapters of the Council for Exceptional Children (CEC). The first section considers the decision to become a volunteer and includes two surveys concerning attitudes toward persons with disabilities and attitudes and knowledge regarding services to individuals with disabilities. The next section provides definitions of 11 disabilities and specific guidelines for interacting with each category of student. The third section focuses on the personal self-esteem of the teen volunteer with four questionnaires and a sample "personal commitment contract." The role and function of the teen volunteer is focused on in the following section which includes questions to help the getting acquainted process, a sample record form, important general information, and a "disaster kit." The final section describes CEC club activities suggesting ways to build group consensus and including a teen volunteer self-rating scale, and a sample code of ethics. Additional information includes lists of four references, the Ohio Special Education Regional Resource Centers, officers of the Ohio Federation CEC, and responsible persons in Project Support. (DB)

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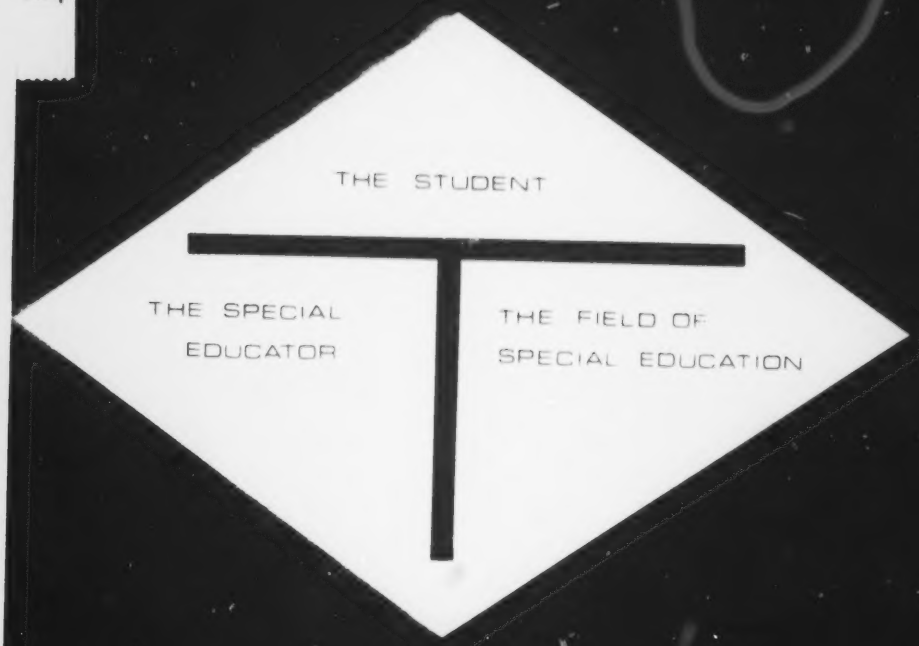
Project Support

Student Manual



The Utilization Of High School Students As Volunteers In Special Education

EC 301634

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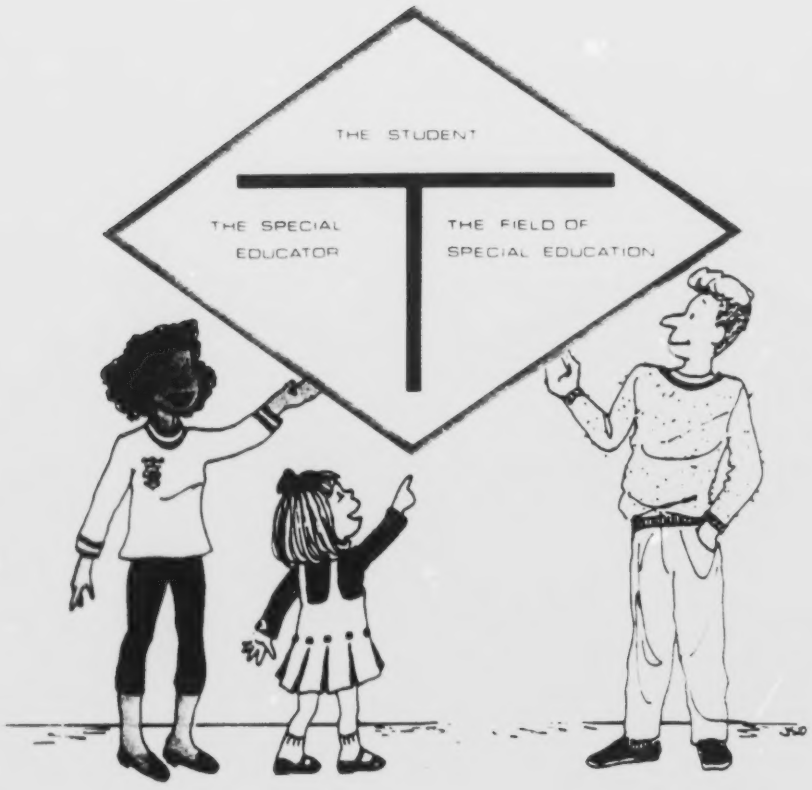
About the PROJECT SUPPORT Symbol

The symbol's colors of red, white, and blue have a double significance. First, the high school teen volunteers who are a part of PROJECT SUPPORT are young, vibrant Americans unselfishly giving their time to improve their country through service to exceptional children. Second, each of the colors is symbolic of a specific quality. The white stands for the innocence of the exceptional child the volunteer aides pledge to support. The red stands for the vitality of the receiving teacher (the lifeblood of effective special education) to whom the high school teen volunteers pledge their support. The blue stands for the loyalty of high school teen volunteers to the field of special education as demonstrated by their involvement as paraprofessionals. The "T" bar in the center not only signifies support, but also represents the word "teen," the age range of the volunteers.

American youth are clearly a powerful resource which can be utilized for the good of the community: local, national, and international. When a powerful volunteer force such as PROJECT SUPPORT is utilized for the benefit of exceptional children, the colors red, white and blue truly represent the significance of the power of American youth.



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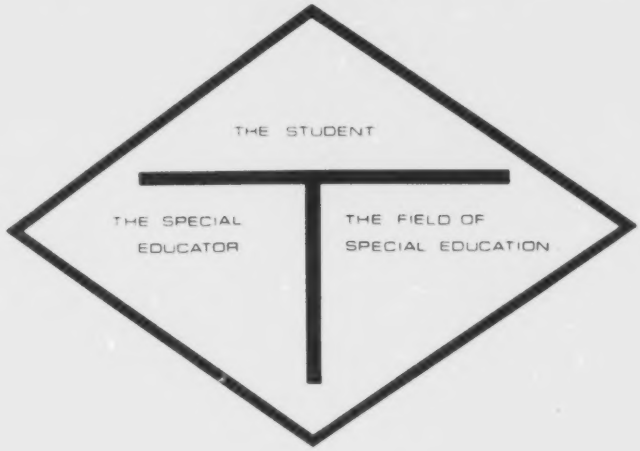

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Foreword

Dear Student:

In 1970, during my year in high school, I was one of the original high school teen volunteers in special education. It changed my life.

Giving some of your precious time as a HSTV in special education could become the investment of a lifetime. It could change your life forever. You will find great satisfaction providing social and academic support to students with disabilities and to the teachers who serve them. But if you are as fortunate as I was, you will learn a great deal about yourself and you may find an exciting, satisfying career. When I volunteered as a high school student I had no intention of becoming a special educator; nor did I realize then how much fun lay ahead for me as a member of a high school CEC club. I became an avid club member committed to supporting students with disabilities. I met new friends, traveled to exciting places and before very long I realized that I was the person who received the support.

Now as a teacher of students with severe behavioral disabilities I encourage you to get involved, both for your sake, for mine and for all the students who will benefit. My students are thrilled when a HSTV comes to our room. Their behaviors improve dramatically. I will look forward to having Project Support HSTVs in my class.

Sincerely,

Darlene Pisarchick

Darlene A. Pisarchick
Project Support Student, 1970
Project Support Teacher Sponsor, 1991
Mercer Elementary School Shaker Heights City Schools

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Acknowledgements

This booklet has been prepared to enable you to make a positive difference in the quality of education for students with disabilities by becoming a high school student volunteer in special education. This is the outcome of a VI-B grant funded by the Ohio Division of Special Education. I would like to express my sincere appreciation to Frank E. New, Director of the Ohio Division of Special Education for funding the project and for his vision of the future of Ohio's special education students. Special recognition must also go to William Phillis, Assistant Superintendent, Ohio Department of Education, without whose leadership and inspiration the original Project Support could not have occurred. PROJECT SUPPORT also reflects the talent, skills and hard work of an outstanding group of high school students who are already members of high school CEC clubs and educators who have: (1) started high school CEC clubs; (2) taken part in the recruitment and training of high school volunteers; and (3) taken part in the prototype training and materials development.

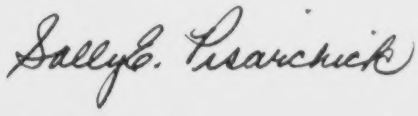
Finally, to the Director of Cuyahoga Special Education Service Center, Edward J. Fox, as well as the entire Cuyahoga Special Education Service Center staff, and to the Ohio Federation Council for Exceptional Children members, particularly the PROJECT SUPPORT Steering Committee, a special thank you.

The material herein is designed to provide the student with an overview of the critical issues regarding becoming a high school Council for Exceptional Children club member. An overall goal of high school CEC clubs is to provide support to the students with disabilities, to the special educators who serve them and finally to the field of special education.

The format of the booklet is a series of questionnaires used to raise your consciousness about the role of a high school CEC club volunteer and to supply you with some assistance as you begin the exciting task of becoming a high school teen volunteer.

As Project Support Director and as an IRC coordinator in Cuyahoga County Special Education Regional Resource Center, I feel this is an idea whose time has come. I encourage you to use this material to become an active member in Project Support.

Sincerely,



Sally E. Pisarchick

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Consider Becoming a High School Student Volunteer

Congratulations. You have been given an opportunity to work as a teen volunteer in special education. In a sense you will be a goodwill ambassador in peer relationships with students who have special needs (students with disabilities). Through your talents and with the assistance of training and resources given you as a member of a High School Council for Exceptional Children Club you can make an exciting difference in your school. By participating in a CEC club, you will become an associate member of the International Council for Exceptional Children, the most prestigious professional organization in the world for service providers in the field of special education.

This manual has been prepared to assist you as you take on a new and challenging responsibility. Through the Project Support network, you will receive initial training in techniques of interpersonal communication and in specific skill areas that will enhance your new role as a member of your school's special education team. Ongoing inservice opportunities will be provided through your local club's activities. The goal of the manual is to guide your thinking and to help you become a positive force in providing support to students with disabilities, their teachers, and the field of special education as a whole.

Why should you want to become a high school teen volunteer in special education?

The answer to that question lies in your responses to the following questionnaire. Carefully read and respond to the survey questions. It may be difficult to give an automatic "yes" or "no" response. During inservice training you will be given an opportunity to examine some related issues. Even if you are unsure of some of your responses at this time, it should not prevent you from volunteering. Find a comfortable place, sit alone quietly for a while, and answer the following questions.

Student Interest Survey — ST-1

(1) Do you have a positive attitude toward working with students with disabilities?	Yes	No
(2) Are you willing to learn the necessary skills and techniques to become a teen volunteer in special education?	Yes	No
(3) Are you willing to be a role model to other peers as well as to students with disabilities?	Yes	No
(4) Are you willing to use your own special talents to create a positive learning atmosphere for others?	Yes	No
(5) Are you willing/able to deal with children who may present negative behavior problems from time-to-time?	Yes	No
(6) Do you have a positive self-esteem and a strong motivation to do volunteer work?	Yes	No
(7) Do you have good time management skills and honor commitments of time and place?	Yes	No
(8) Do you have a good sense of humor?	Yes	No
(9) Do you consider yourself to be a good listener?	Yes	No
(10) Are you seriously considering becoming a special education teen volunteer?	Yes	No

If you answered yes to at least five of the ten questions, chances are you will make a good high school teen volunteer. If you answered yes to seven out of ten you will make a *great* high school teen volunteer. Any more than seven ... we want you now!!! If, however, you answered yes to less than five and still feel interested, perhaps you need to talk to a teen who is already an active member of a high school CEC club.

Positive interpersonal interactions (getting along with other people) are the very foundation of Project Support. You will be interacting daily with a variety of people (e.g., teachers, paraprofessionals, and students) in your capacity as a high school teen volunteer. The more you know and understand about yourself the more you will understand others. Therefore the surveys, questionnaires, and exercises included in this manual are designed to help you gain new insights into your own attitudes and behaviors. Some of the forms may be used in meetings and training sessions. Others, however, you may find most helpful when used privately.

The role of the high school teen volunteer should be taken seriously. Because the work you will undertake as a member of a student CEC club will involve students with disabilities, you will need to carefully examine your attitude toward, and knowledge about, individuals with disabilities. It is perfectly acceptable not to have knowledge or information about disabilities at this point. Answer as many items as you can on the following questionnaire regarding attitudes towards individuals with disabilities.

Note to student: Complete the following Attitude Survey regarding individuals with disabilities. Reflect on your answers as you increase your knowledge through inservice and as you begin to work with assigned students.

Attitude Toward Persons with Disabilities Survey — ST-2

Write the letter A (agree) or D (disagree) depending on how you feel in each case in the blank beside the statement.

_____ 1. Individuals with disabilities are usually very friendly.

_____ 2. Individuals with disabilities can have a normal social life.

_____ 3. Workers who are disabled can be as successful as other workers.

_____ 4. Most people feel uncomfortable when they associate with individuals who are disabled.

_____ 5. Individuals with disabilities do not become upset any more easily than non-disabled people.

_____ 6. Most individuals with disabilities get married and have children.

_____ 7. Employers should not be allowed to fire individuals with disabilities.

_____ 8. Individuals who are disabled are not as happy as non-disabled ones.

_____ 9. Individuals with severe disabilities are harder to get along with than are those with minor disabilities.

_____ 10. Most individuals with disabilities expect special treatment.

_____ 11. Individuals with disabilities should not expect to lead normal lives.

_____ 12. The worst thing that could happen to a person would be for him to be very severely injured.

_____ 13. Children with disabilities should not have to compete with children who do not have disabilities.

_____ 14. Most individuals with disabilities prefer to work with other individuals who are disabled.

_____ 15. Individuals with disabilities are not as self-confident as those who are not disabled.

_____ 16. Most individuals with disabilities don't want more affection and praise than other people.

_____ 17. It would be best if an individual with disabilities would marry another individual who is disabled.

_____ 18. Most individuals with disabilities do not need special attention.

_____ 19. Individuals with disabilities want sympathy more than other individuals.

_____ 20. Most individuals with physical disabilities have different personalities than those who have no physical disabilities.

Use your thoughts about this survey for a basis of discussion as you expand your knowledge, skills, and attitudes. Some of the statements above are clearly right or wrong. Other statements may be true for some individuals some of the time. As you begin your work as a member of your high school CEC club, you will become more aware and knowledgeable about individuals with disabilities.

Note to student: Complete the following Attitude/Knowledge survey. Refer to your answers following your inservice training and then again following your service experience with students in special education.

Attitude/Knowledge Survey Regarding Services to Individuals with Disabilities — Pre/Post Review — ST-3

1. How would you describe an individual with a disability?

2. What experience have you had with individuals with disabilities?

3. State your reasons/objectives for becoming involved in Project Support?

4. Describe services to individuals with disabilities in your school building?

Now that you have spent some thoughtful time examining your attitudes and knowledge about individuals with disabilities and services to such individuals it is time to learn as much as you can. Beginning on the next page you will find definitions of exceptionalities. Following each definition are some helpful suggestions to enable you to interact with each individual in the most positive manner.

Definitions of Exceptionalities

Following is a list of the definitions of various disabilities as determined by the Ohio Department of Education, Division of Special Education, Rules for the Education of Handicapped Children (1989). (Bold print indicates a direct quote from Ohio Rules.) In keeping with recent federal legislation, P.L. 101-476, Individuals with Disabilities Education Act (IDEA), use of any form of the word "handicap" has been eliminated. In its place is the term "disability," always referencing the person first and the disability second, i.e., "child with a learning disability" as opposed to "learning disabled child." Educators generally regard a "disability" as a condition based on the following definitions. The term "handicap," however, refers to the attitudes and limitations of society which turn a disability into a barrier.

After each definition is brief information which will provide a foundation from which you can begin to understand the nature and needs of individuals with disabilities. Each student with a disability is a unique individual with different strengths, weaknesses and learning styles. Always remember that students with disabilities are people first and foremost. Enjoy your relationship with your assigned student(s) and do not create limitations by being restricted by a label. Once you are assigned a specific student or class of students, the receiving teacher will provide you with further information.

"CHILD WITH A DISABILITY" means a person below twenty-two years of age who has one or more disabilities as defined in the current Ohio Rules.

"SPECIAL EDUCATION" means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech and language services or any other related service, if the services consist of specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, and is considered "special education" rather than a "related service." The term also includes vocational education if it consists of specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.

Special education is provided along a continuum of learning environments (see next definition) always focusing on the least restrictive, but most supportive, placement.

"CONTINUUM OF ALTERNATIVE PLACEMENTS" means the availability of different types of educational environments, including, but not limited to:

1. **Regular classes;**
2. **Supplemental services;**
3. **Individual/small group instruction (tutoring);**
4. **Special class/learning center located in:**
   a. **A public school building**
   b. **A separate school in the school district;**
   c. **A separate facility, such as:**
      (i) **A county board of mental retardation and developmental disabilities facility;**
      (ii) **The Ohio State School for the Blind or the Ohio School for the Deaf; or**
      (iii) **A state institution operated by the Ohio Department of Mental Health, the Ohio Department of Mental Retardation and Developmental Disabilities, or the Ohio Youth Commission; or**
5. **Home instruction.**

You may be working with a student with disabilities in the regular classroom setting as well as in a special education classroom. The concept of mainstreaming is part of the law. The term most often used is least restrictive environment or LRE.

"LEAST RESTRICTIVE ENVIRONMENT" means that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. "Mainstreaming" is a common practice within the concept of Least Restrictive Environment (LRE). Mainstreaming is the supported instruction of students with disabilities in a regular classroom setting. To the greatest extent appropriate, students are placed according to their individual strengths. They receive support from teachers in many ways including program modifications in areas such as testing methods, subject content, class and homework assignments, or projects.

A term you will hear frequently is "the Individual Education Plan (IEP)." You may be asked to carry out specific instruction related to the IEP or to assist the teacher or the paraprofessional in their attempts to individualizer instruction.

"INDIVIDUAL EDUCATION PLAN (IEP) CONFERENCE" means a meeting of appropriate persons in order to:

1. **Review the multifactored evaluation team report;**
2. **Determine the nature and degree of special education intervention needed, if any;**
3. **Develop an IEP for a child determined to be in need of special education in accordance with all requirements of paragraph E. of rule 3301-51-0 of the Administrative Code; and**
4. **Determine educational placement in the least restrictive environment in accordance with the IEP.**

Each student who receives special education services is required by law to have a written IEP. The IEP is developed by a team which may include parents, teachers (special and regular education), the student, related service personnel (e.g., school psychologist, occupational therapist, physical therapist, speech/language therapist), the principal, the guidance counselor, or an "advocate."

The IEP contains goals and objectives for the school year based on the student's present levels of performance. It lists the nature and extent of participation in regular education classes. It must be reviewed at least annually but may be modified during the school year in response to the student's need.

(1) "DEAF" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. "HARD OF HEARING" means a hearing impairment ... which adversely affects a child's educational performance but which is not included under the definition of deaf....

There are degrees of hearing problems. A totally deaf person cannot use sound as a way of receiving information. This person would have to rely on visual language. A deaf student

would be trained to "speech read" (lip read) and, for those trained in total communication, to also use and understand manual or sign language. A person with any degree of hearing is usually taught to use amplification devices such as hearing aids and use these along with the same visual clues used by a totally deaf person.

Interacting with students who are deaf:

1. Students with hearing problems have the ability to acquire and use language, but it is very difficult. Understanding their impairment helps others have a positive attitude in dealing with them.
2. Have good eye contact and speak face-to-face.
3. Speak slowly and distinctly, but do not exaggerate.
4. Don't turn your back on the person to whom you are speaking.
5. Be careful not to change the subject of your conversation too quickly.
6. If an interpreter is present, talk directly to the deaf person, not the interpreter.
7. Relax and you will find ways to get your message across. Try the above methods of speaking, but you may at times find it necessary to use a scratchpad to communicate more complicated messages.
8. If you have access to a computer, a word processing program might help in a tutoring situation. It gives a speedier opportunity to communicate more complicated messages.
9. If you are assigned to a student who uses total communication and have the opportunity to learn basic sign language, you will be showing great respect for this person's ability as well as opening other possibilities for understanding each other.

(2) "VISUAL DISABILITY" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

There are different degrees of visual problems. The ones which affect academic performance are considered disabilities.

Interacting with students with visual disabilities:

1. A person with a visual disability relies on other sources of input as well as any information that can be obtained through remaining vision, such as: any visual objects or gestures which are used should be clear and understandable; large print materials are helpful; pictures with distinct lines and colors are more understandable; and paper with raised lines can help guide students.
2. When speaking to a visually impaired student make sure you have his attention and that he knows you are speaking to him.
3. Be careful not to speak to another person interchangeably with the visually impaired person without his being aware of this multiple conversation.
4. Offer assistance by guiding, rather than leading, when physical movement is required.
5. Determine which physical activities are possible for the student and only assist when needed.
6. Be aware of the special equipment used by the student and ask the student to teach you about its use.
7. Refrain from speaking loudly or in an exaggerated tone to the student.
8. Be alert to your body movements and touches since the student may be extra alert to the meanings these communicate.

(3) "DEAF-BLIND" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

Students who have this double disability have limited access to the social world. It is very difficult for them to develop language. Sometimes people assume they are not intelligent because of their limited ability to respond. This is not necessarily true. They are alert to the sensory reactions of other people. It is important that we communicate with them through body language such as touch and movement or other specific methods.

Interacting with students who are deaf-blind:

1. Remaining relaxed and confident in the presence of these students is the first signal that you wish to communicate.
2. You may be asked to interact with students by assisting them with everyday tasks or problem solving in their play or school environment. You can communicate with them by the way you hand objects to them and the way you move objects in their presence. They will be sensitive to your respect for them by your physical patience with the tasks you are performing together.
3. Direct objects into their path or physical body center gently when needed.
4. Guide, but do not take over, physical tasks for these students.
5. You can develop a system of communication through touch, but investigate the clues they are already using to communicate words and ideas.
6. Never alarm these students with a touch signal without moving into their physical space to establish your presence first. Once you have their attention, which you can tell by a change in body posture, you can communicate "hello," "goodbye," "yes," "no," and other basic communication words through your established signals.
7. Guide, rather than lead, these students from one space to another by putting your hand behind their elbow.

(4) "DEVELOPMENTAL DISABILITY" (mentally retarded) means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period, which adversely affects a child's educational performance.

Students who are mentally retarded generally have IQs below 80 and have below average thinking skills in most areas. There are different degrees of retardation. Some may be able to learn academic tasks while others will be limited to learning how to adapt well in their surrounding and take care of themselves. Besides having difficulty in the thinking area, these students experience problems in their adaptive behavior which may include social skills, communication, self help skills or daily living skills. All of these behaviors and skills are important if a student is to achieve the ability to live independently. Many life skills that come naturally to others may require direct teaching for such students. These skills are generally taught in the special education classroom.

Interacting with students who are developmentally disabled:

1. Each developmentally disabled person is different. It is good to know the strengths and weaknesses of the individual and to respond accordingly.
2. For the most part, communication should be kept simple. Use sentences and conversations that are not cluttered with a lot of ideas or require the student to make subject changes quickly.
3. Some students who are developmentally disabled learn one way of doing a task or one schedule very well. When people try to change their ways or schedules

they may get upset and confused. It is wise to investigate how they have learned to do their ordinary tasks and what their schedules are in order to avoid anxiety situations.

4. When teaching academic or social tasks, present one idea at a time. Keep it simple and repeat it in slightly different ways if necessary. Use objects and pictures as much as possible when trying to make your point. It is much better to show than to merely explain. Explaining, then showing or demonstrating, then explaining again is a good process.
5. Praise is very important. It should be specific and directly related to the task. The way you praise should also fit the age of the student with whom you are working. For instance, for a teenager you might say, "You did a great job on that homework assignment. Let's get a soda," instead of saying, "Very, very good! You can have a cookie!"
6. Try to remember the age of the person and engage in activities that fit that age. This would include using comic books with adult characters when teaching reading, using money instead of counters when teaching math, etc.
7. The student who exhibits developmental delay is sometimes very affectionate. You can help him/her develop appropriate behavior by modeling age-appropriate behavior yourself. A hearty handshake or a pat on the back are usually acceptable forms of greeting persons who know each other, but are not necessarily close friends.
8. Keep promises you make your students. For instance, be on time and follow through with your plans.

(5) "EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH DISABILITIES" means special education programs and related services for children below five years of age.

Programs for these children give them extra experience with the various senses so they are better prepared to learn formal academics at regular school age.

Interacting with early childhood students with disabilities:

1. Communication with these children should be the same as suggested for their type of disability. Age appropriate communication with children usually involves simple language, positive facial reactions and positive touches.
2. These children need to be guided through their physical world. They need to be helped to experience differing touches, sounds, sights, tastes and smells.
3. The use of different kinds of texture surfaces when playing with objects is very helpful for learning experiences. This can be done in a play setting.
4. A variety of sounds and sights can be introduced into the child's world through the use of songs, musical instruments, pictures, and objects. It is helpful to introduce one sensory experience at a time. It is not good to overwhelm the child with too many things at once.
5. Naming each kind of sound, sight, touch, taste, smell prepares the child for a rich language experience.

Project Support placed a special emphasis in the 1991 training seminar on serving the preschool child with special needs because beginning in the 1991-92 school year, all of Ohio's eligible 3-, 4-, and 5-year-old children must be provided services appropriate to their individual needs. While a great many teachers and other professionals, together with parents, have important roles in meeting this mandate, other team members are needed. The high school student volunteer can play an invaluable role as part of the team.

Ohio's RULES FOR THE EDUCATION OF PRESCHOOL CHILDREN WITH DISABILITIES (Chapter 3301-31) state: "IN ADDITION TO THE PRESCHOOL SPECIAL EDUCATION CLASS TEACHER, AT LEAST ONE RESPONSIBLE INDIVIDUAL SHALL BE PRESENT AT ALL TIMES WHEN SEVEN OR MORE CHILDREN ARE IN ATTENDANCE."

Further the rules require a staff member/child ratio of 1:12 for 3-year-olds and 1:14 for 4- and 5-year-olds. Many young children with disabilities need individual help at snack or lunch time, using the toilet, washing hands, putting on and taking off coats, and making transitions in classroom activities. Much learning occurs in small groups, with children working in activity centers around the classroom. For each child, there are individual objectives; another "big person" can maximize each child's progress.

(6) "MULTIPLE DISABILITIES" means such a severe impairment, and/or such concomitant impairments, that the child's educational problems make it impossible to accommodate the needs of the child in any program but a program for children with multiple disabilities. (This definition may include deaf-blind; autistic; moderately, severely or profoundly developmentally disabled children; and various other combinations of disabilities.)

Interacting with students with multiple disabilities:

Students who have multiple disabilities have a mixture of impairments. This requires the educational program to be specifically designed to meet the individual needs of the student.

1. It is important to spend time with these students to discover their strengths and weaknesses.
2. If the student has hearing, yet has a developmental disability, use the customary way of speaking and interacting. Be clear, concrete and simple in your use of language. If the student has a hearing impairment along with other disabilities, observe the suggestions offered for this group of students.
3. Communication should respect the age of the person as well as his or her manner of communicating.
4. Helping these students with ordinary tasks in a learning or play environment requires a knowledge of their gross and fine motor abilities.
5. Find out if the student uses any special equipment and learn its proper use so you can be of assistance when necessary.
6. Rapport or good interacting behavior is essential for these students since they are often isolated from others because of their disabilities. Your positive interactions with them may help raise their energy level and motivate them to perform more difficult tasks.
7. Students who experience great difficulty in their everyday lives can sometimes show a "learned helplessness." This means that there are certain tasks they could do, but prefer to let other people perform. Be careful that you do not "overdo" for these students, but rather guide them to do what is within their ability.

(7) "ORTHOPEDIC DISABILITY" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g., clubfoot, spina bifida, absence of some member), impairments caused by disease (e.g., poliomyelitis, muscular dystrophy, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

Students who have orthopedic disabilities are limited in their ability to move because of diseases, accidents or birth defects. This does not necessarily affect their academic development, but can be very isolating.

Interacting with students with orthopedic disabilities:

1. When first meeting a student with an orthopedic disability, give yourself a brief time to adjust to the student as an individual. Reacting as normally as possible in communication will help you see beyond the disability to the person he/she is.
2. Communicating normally with each student is essential. "Talking down" to the student will create an immediate barrier.
3. If the student is being assisted in a wheelchair, be sure you speak directly to the student and not the assistant. When possible, get to a body position where you can speak face-to-face.
4. Don't hesitate to give physical assistance to the student. Offer assistance when it seems appropriate. If the student refuses your help, do not be offended. Realize that this experience is necessary to get to know the strengths and weaknesses of the students with whom you work.
5. Some students with orthopedic disabilities have limited social and environmental experiences. You can be of help by sharing some of your social experiences and introducing friends. Prepare your friends to act naturally.
6. In teaching situations, try to refer to the student's experiences to connect with that which you are teaching. Adding your own experiences to the conversation will help the student broaden what he/she already knows and have more avenues for conversations with others.

(8) "OTHER HEALTH IMPAIRED" means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

Students who are determined to have "other health impairments" often have educational or social problems because of school absences and lack of energy to get through school tasks. They may interact better with adults due to lack of consistent contact with peers.

Interacting with students with other health impairments:

1. A good relationship with a student who has a health impairment would include being comfortable with the person. Sometimes it is necessary to overcome the fear of contagion. Contracting such an illness is highly unlikely. Students who are in any peer educational setting will not be contagious.
2. Often these students have average or above average intellectual skills. In this situation, such students are in need of age-appropriate intellectual challenge. Being conscious of the age of the person as well as his intellectual ability will help you respond appropriately.
3. These students often need to catch up on academic as well as social concepts. Bringing them up to date on current music, sports events, games, computer programs, etc., is a very helpful activity.
4. At times a student may wish to speak of his or her condition. This may help to reduce some of the fear and anxiety connected with the illness. A peer tutor should not hesitate to listen without feeling the need to solve the problem for the student. A good listener is always welcome.

(9) "SEVERE BEHAVIOR DISABILITY" is defined as follows:

1. **The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:**
   a. **An ability to learn, which cannot be explained by intellectual, sensory or health factors;**
   b. **An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;**
   c. **Inappropriate types of behavior or feelings under normal circumstances;**
   d. **A general pervasive mood of unhappiness or depression; or**
   e. **A tendency to develop physical symptoms or fears associated with personal or school problems.**

Students with severe behavior problems have difficulty learning, relating to others, and feeling good about themselves. They are sometimes depressed, anxious, aggressive, or fearful.

Interacting with students with severe behavior disabilities:

Before you work with students classified as having a severe behavior disability you should receive instruction in behavior management techniques. This will enable you to utilize effective strategies and reduce the number of times you need to ask the teacher for assistance.

1. Often, students with behavioral problems have a need for people to accept them as friends. Showing these students that they can count on you to do what you promise is helpful in building trust.
2. Sometimes these students are restless and have difficulty concentrating. If you do one thing at a time with them without excessive confusion in the learning environment they tend to perform better. An overload of sounds, sights, and activity may aggravate feelings and behaviors.
3. Most of these students have the ability to learn normally. Presenting them with a regular academic task and appropriately challenging them may increase the confidence they need to deal with their other problems.
4. Often these students need the chance to show they can be academically successful. This is sometimes best achieved one on one. Your humor and patience with their restlessness and fears may help to relax them and free them to learn.
5. Know the behaviors which are typical of the student to whom you are assigned. Seek advice from the receiving teacher who knows this student regarding the behaviors which should be reinforced and those which should be discouraged.
6. Positive responses to appropriate behavior will increase the likelihood that the student will continue this behavior.
7. Firm, quiet, and timely reminders about inappropriate behaviors are most effective in reducing their occurrence.
8. If a student should experience a behavior problem or loss of control, do not take it personally. Stay as calm and relaxed as possible. Contact the teacher if appropriate and describe the situation. Based on this, additional strategies can be developed.

(10) "SPECIFIC LEARNING DISABILITY" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Students with learning disabilities have average or above average intelligence, but have difficulty learning in the academic areas because of problems with receiving, expressing, or using information.

Interacting with students with specific learning disabilities:

1. Developing a positive relationship with these students is important. They have usually experienced a great degree of failure in school and need encouragement. Belief in their abilities frees them from feelings that further interfere with their learning.
2. Discovering the student's strengths will help set a positive tone in your interactions.
3. Many of these students have a difficult time with too much stimulation. It is helpful to work in a quiet, well-organized area without confusion.
4. At times these students need academic tasks separated into smaller steps. They are capable of learning, but breaking a big idea into smaller parts helps them understand the concepts better and deal with one concept or one step at a time.
5. Some students do not adapt well to change. Any changes in activities, schedules, or teachers should be discussed well in advance.
6. Some of these students can be overactive or restless. A calm voice can help them concentrate on what you are saying.
7. Helping these students organize their working material is very helpful for successful learning. Modeling and teaching ways to maintain notebooks, or to keep track of pencils, paper, etc. will help them feel more secure about the learning process.
8. You can help these students increase their attention span by measuring the time they have spent on a task and challenging them to increase their attention and time on task. Short work periods gradually lengthened can be an effective approach.
9. Some students may have poor social skills. Age appropriate behaviors need to be encouraged and positively reinforced. Inappropriate behaviors needs to be ignored unless they are destructive of property or harmful to the student or other persons in the room.

(11) "SPEECH DISABILITY" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

Students with speech disabilities vary regarding types of speech problems. Some are difficult to understand; others stutter, and still others have voice problems with high or low pitches.

Interacting with students with speech disabilities:

1. Students with speech problems need peers who are patient and who give them time to speak.
2. If you have difficulty understanding the student, politely ask the student to repeat the information. Do this in a matter of fact way as if you might have misheard the remark.
3. These students need a relaxed atmosphere in which they feel accepted in order to reduce any anxiety which could add to the speech problem.
4. Modeling correct and relaxed speech behavior is an effective way of teaching.
5. At times it may be necessary for you to rephrase what you think the student has said and then ask the student if that is what was intended.

It is important to protect the confidentiality of the student at all times. Never discuss your experiences with your assigned student(s) in such a way that others could identify students and deprive them of their right to confidentiality. The following definition relates to personally identifiable information.

"PERSONALLY IDENTIFIABLE DATA" includes:

1. **The name of the child, the child's parent, or other family member;**
2. **The address of the child;**
3. **A personal identifier, such as the child's date of birth, social security number or student number; and**
4. **A list of personal characteristics or other information which would make it possible to identify the child with reasonable certainty.**

Now that you have some specific information regarding individuals with disabilities, you will be able to work more effectively with your students.

Personal Self-Esteem as it Relates to the Role of the High School Teen Volunteer

Now that you have some specific information regarding individuals with disabilities, you will be able to work effectively with your assigned students. While it is helpful to be knowledgeable about such matters, your attitude toward yourself is just as important. Generally, the way you feel about yourself (i.e., your self-esteem), will largely determine how you feel about others. People with positive self-esteem generally demonstrate poise and confidence. They can accept constructive criticism without feeling personally rejected. Self-esteem is an evaluation of your own worth based on your perception of yourself.

Following, you will find some exercises (i.e., checklists, survey forms, and questionnaires), that will help you understand yourself better and perhaps assist you in building your own self-esteem as well as helping those who may be affected by low self-esteem. Read each exercise through once and determine what you are asked to do. Some of the exercises may require a little more time and honesty of thought than others. Some of the exercises may be done in group, with the sponsor present, during which you may have an opportunity to discuss your responses. For now, the exercises are a way for you to begin to do some personal thinking and self-appraisal.

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Note to student: For independent reflection write yourself a paragraph at the bottom of the page regarding the most surprising thing you learned about yourself.

Things About Me — ST-4

Write three responses after each statement. After completing all the statements, pick a partner. Tell each other the most surprising thing you learned about yourself during the exercise.

Things I love to do.
1.
2.
3.

Things I do that I don't like to do.
1.
2.
3.

Things I never do.
1.
2.
3.

Things I wish I could do.
1.
2.
3.

Things I want to learn.
1.
2.
3.

Things I always do.
1.
2.
3.

Things I wish I could forget.
1.
2.
3.

Things I'm certain of.
1.
2.
3.

Things I always want to remember.
1.
2.
3.

Note to student: Below is an open-ended sentence survey followed by a scale (always, most of the time, sometimes, never). Fill out the form accordingly.

How Do I See Myself? — ST-5

Which of these sentences describe you? Check the appropriate response that best describes you.

Descriptor	Always	Most of the time	Sometimes	Never
1. I am happy.				
2. I am okay.				
3. I am successful.				
4. I am a good person.				
5. I am bright.				
6. I am sick.				
7. I am a loser.				
8. I am bad.				
9. I am a failure.				
10. I am smart.				
11. I am disturbed.				
12. I am dumb.				
13. I am a winner.				
14. I am clumsy.				
15. I am boring.				
16. I am interesting.				
17. I am sad.				
18. I am kind.				
19. I am friendly.				
20. I am attractive.				
21. I am unattractive.				
22. I am a gossip.				
23. I am capable.				
24. I am lovable.				
25. I am humorous.				

Right now I feel _____. Check your statements. Count all the positive statements. Next count all the negative statements. Make a commitment to "celebrate" one of your "positives" and work to change one of your negatives.

Note to student: Below is an open-ended sentence survey that may enable you to gain insight into your own behavior in response to stress situations.

My Usual Stress Responses — ST-6

1. When I am faced with a major problem, I

   _____

   _____

2. When I am upset or angry, I usually

   _____

   _____

3. When I have negative immobilizing thoughts (mind monsters), I

   _____

   _____

4. Some of my negative behavior(s) under stress are

   _____

   _____

5. When I am afraid I am in error (made a mistake or wrong decision), I usually

   _____

   _____

6. The person (relationship) I talk to when I am stressful is

   _____

   _____

7. Some of my positive behaviors under stress are

   _____

   _____

8. My time management skills are

   _____

   _____

9. My money management skills are

   _____

   _____

10. My people management skills are

    _____

    _____

From time to time you may experience personal frustration or stress. When you are working with students with disabilities you may observe them in stressful situations. Insight to your own and others' response to stress may enable you to cope better and to provide support to others.

Note to student: This is an excellent exercise to use when you are experiencing a problem. It may provide you with enough insight to independently solve your problem. If not, you may use your notes to discuss your problem with another student, the Project Support sponsor, or another adult.

Pinpointing the Problem — ST-7

Frequently when under stress it is difficult to chart new directions or to engage in positive coping behaviors that may enable one to emerge from a difficult period or situation because the critical problem or problems have not been pinpointed. In order to pinpoint the problem, and thereby begin to seek positive solutions, complete the following sentences. Be as specific as possible. Search your mind for facts and feelings.

1. The major difficulty I am experiencing at this time is

   _____

   _____

2. The person(s) who are involved are

   _____

   _____

3. The manner in which they are involved is

   _____

   _____

4. The problem has affected me in the following ways

   _____

   _____

5. As far as the whole situation is concerned, I presently feel

   _____

   _____

6. I think the cause of the problem is

   _____

   _____

7. The part of my own personality that contributes to the problem is

   _____

   _____

8. What I would really like to see happen is

   _____

   _____

9. There are certain resources necessary to solve the problem that are not currently available. They are

   _____

   _____

10. It would be possible to solve the problem if

    _____

    _____

Note to student: Below is a sample contract that may be used by your membership. It is designed to create a stronger sense of commitment.

Personal Commitment Contract — ST-8

As a student volunteer in Special Education:

1. I acknowledge full responsibility for myself. I realize that I am in control of and choose my habits, actions, and behaviors.

2. I pledge, to the best of my ability, to provide support to students with disabilities and to professionals in Special Education.

3. I am aware that I will be acting as an advocate and good will ambassador in my school and neighborhood and will always maintain confidentiality.

4. I am willing to enter into open, trusting communication with the club sponsor, sending and receiving teachers, peers, and students with disabilities and will use any feedback I receive to benefit my growth.

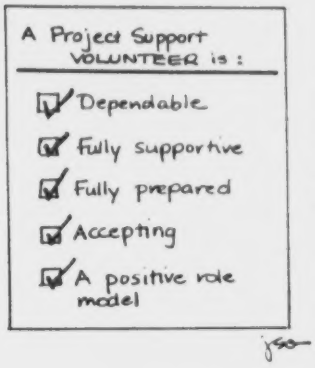
_____ _____

Student Signature School

_____ _____

Sponsor Signature Date

If the members of your CEC club use this or another personal commitment contract you may be asked to affix your signature. Read each statement carefully and decide if you can and will honor such a contract. Once you have made a commitment you will be expected to carry out your duties as assigned.



While it is important to be skillful in specific tasks you may be asked to perform, your attitude toward students, paraprofessionals, and teachers with whom you will be working is far more critical. Your major responsibility will be to carry out the instructions of the special educator (or sometimes the paraprofessional) to whom you report. The manner in which you present yourself and perform your duties as a high school volunteer in special education will reflect your self-esteem. Once prepared through inservice training, high school teen volunteers with positive self-esteem are expected to be:

1. comfortable with themselves and others and able to discuss concerns openly. You should take the time to discuss any problems or conflicts you encounter in private with the club sponsor.
2. fully supportive of the student with disabilities to whom they are assigned, teachers, paraprofessionals and administrators, and of the field of special education in general.
3. always on time, consistent in attendance and highly dependable. Once a commitment has been made it is always kept.
4. fully prepared to carry out assigned tasks. When a task is uninteresting or difficult, it is carried out and discussed or negotiated at a later time.

The Role and Function of the High School Teen Volunteer

By now you may be thinking "What does a high school teen volunteer actually do?" The role and function of the high school teen volunteer in the classroom will generally fall into two types of support assistance: assistance directed toward teacher tasks; and assistance directed toward the assigned (target) student(s). The following is a list of specific classroom tasks a volunteer may be asked to carry out when working with a classroom teacher.

The Role and Function of the High School Teen Volunteer — ST-9

1. Teacher Support	2. Target Student Support
Creating or preparing special instructional materials, preparing bulletin boards	Instructing students in the proper use of programmed materials and equipment, e.g., scissors, computers, teaching machines, etc.
Typing/word processing	Assisting students with their clothing
Laminating/duplicating materials	Assisting students in learning to play and work together.
Putting away learning materials when not in use	Playing with and supervising students on the playground
Keeping track of classroom supplies, maintaining emergency kit	Supervising students during lunchtime/ library visits, assembly, film showings, etc.
Filing/organizing resources and materials	Listening to students read and tell stories
Keeping health and attendance records, measuring students' heights and weights	Reading and listening to students, playing games with students
Collecting money for lunch, milk, class project	Role-playing stories with students
Picking up supplementary materials from stockroom, library, etc.	Leading group singing. Playing musical instruments for students
Setting up/operating mechanical/AV equipment	Taking students to the nurse's office, cafeteria, etc.
Scanning teacher/professional journals for ideas	Assisting students in the practice of good manners
Organizing games for recess and lunch hour	Assisting student(s) who have been absent
Preparing classroom for next day	Helping students care for classroom pets and/or plants
Monitoring classroom for a few minutes when teacher is called out of class	Assisting students in finding information
Working to keep the classroom environment comfortable, clean and inviting. Check room temperature, lighting, fresh air, etc.	Helping students who fall behind others to catch up.
Developing teaching games	Explaining teacher's directions to students
Responding to phone calls, running errands for the teacher	Assisting students in moving from one activity to another. Assisting students on field trips
Monitoring room or hall	Demonstrating art techniques for students
Data keeping (record, observe & report)	Working with small groups on special class projects
Accompanying teacher on field trips, to assembly, library, cafeteria, etc.	Interesting gifted students in enrichment materials

You have learned some new information about individuals with disabilities; you have examined how you feel about yourself and working with such individuals and you know what to do, i.e., you have been acquainted with the role and function of a high school student volunteer. It is time to get down to the "real nitty gritty" and get started working with your assigned students. Before walking into the classroom in which you will begin your work, take one more "sound check." What do you think you are projecting by your physical and mental appearance?

Anytime you work with students "keep your sunny side up." No matter how you feel on any given day, check your self-esteem, i.e., think about how you look, how you feel, etc. Remember, you can make the difference between a student with disabilities feeling motivated and successful or that same student feeling uninterested and defeated.

Some general considerations for the manner in which you perform your duties are listed below:

1. Be on time and dressed appropriately for the occasion. Discuss dress codes with the receiving teacher before starting your assignment. Some occasions may be very informal while others just the opposite. Take your cue accordingly.
2. Be willing to accept assigned tasks with enthusiasm and confidence.
3. Be a positive role model who sets a clear example of model behavior.
4. Accept constructive criticism cheerfully.
5. Take time to learn about each student's individuality and find ways to let each one know you are personally interested in him/her.
6. See how quickly you can remember and call students by their first names.
7. Interact with all students as equally as possible and avoid any show of favoritism.

The importance of advance preparation

Preplanning will insure success with your assigned students. Careful planning and preparation must take place before you begin the actual work with your assigned student. Getting ready for your first student assignment will take time, but it will pay off. The high school CEC club sponsor will assign you to work in a specific class with a "receiving teacher," that is a special educator or regular educator who is working with students who have disabilities. Between the sponsor and the receiving teacher, your assigned duties will be determined. Your first task will be to become familiar with your overall assignment. Familiarize yourself with information on the student as well as the instructional materials that will be used in your assignment. If the teacher explains a specific behavior management plan, make sure you understand it and are comfortable with the role you will be required to play. If no plan is explained, you might ask how the teacher expects you to respond if inappropriate behaviors occur. Get to know your surroundings. The following are some general tips for behavior management. Please notice the concept behind the title "Enabling students with disabilities to demonstrate positive behavior." The emphasis is on helping students control their own behavior rather than being the receiver of someone else's control.

Tips for enabling students with disabilities to demonstrate positive behaviors

1. The most important concept of behavior management is self-control. Show students that you expect them to behave properly. Always model the behavior you expect from the assigned student(s).
2. Remember the teacher is in charge. Follow his/her lead, directions, suggestions, rules, policies and procedures. Be consistent, i.e., act and react to student behavior in support of the teacher's behavior management plan.
3. Be consistent in your own personal interactions with students. If you accept inappropriate behavior by laughing or letting it continue sometimes, and at other times respond to the behavior as unacceptable, the assigned student(s) will be confused.

4. If the teacher has a behavior management plan which requires reinforcements (rewards) through checks, tokens, or primary reinforcers such as stickers, candy, etc., make sure that you understand clearly the behaviors that are being reinforced. Sometimes this information is a part of the assigned student's Individualized Education Program (IEP).
5. The teacher will most likely have very specific rules for situations in which a student may be causing physical harm to self or others. Be very clear about what is expected of you when such behavior occurs. Inform the teacher immediately if a situation gets out of control.
6. Social skills development is a part of behavior management. You may be asked to role model certain social skills or to help students learn new social skills; i.e., how to talk on the telephone. Perhaps you will be asked to make a few social contacts by calling your assigned student at home (see ST-12 form).
7. Sometimes you may be asked to collect data on the student's behaviors, that is observe and count or record the number of times a student demonstrates a specific behavior (e.g., talking out loud without permission, out of seat, hitting, spitting, etc.). Generally the teacher will have a checklist or a behavioral record of some sort and will give you directions. Observing how children behave is the first step to behavior management. Even if you are not asked to formally observe and chart student behaviors, do your best to become a good observer. Your awareness will help in making decisions about positive ways to change negative behaviors.
8. Use praise frequently when a student is behaving appropriately. You are a living breathing reward to good behaviors when you acknowledge by smiles, nods, and recognition statements like "I like the way you are working quietly, John."
9. Always promote positive self-esteem. Treat students with respect. Remember the pledge of Project Support. Your primary goal is to provide support to students with disabilities. Remember also the importance of self-esteem. It is almost always possible to separate the behavior from the individual; to communicate to the acting out student "I value (like) you, but that behavior is unacceptable."

When you begin to familiarize yourself with your assigned student(s) you may feel a bit shy at first, but remember your assigned student(s) is new to the situation also. You will want to do your best to help him/her overcome any feelings of shyness or discomfort. You can help your students if you are willing to reach out and make the effort. Create a supportive environment by setting the example, be relaxed and friendly. Your imagination, creativity, and commitment to support individuals with disabilities will enable you to model the kind of behavior that will help students feel good about you and themselves.

Asking questions is a good way to get to know assigned students. Keep the flow of conversation comfortable and open by asking and sometimes answering questions such as the ones below. Use words that are readily understood by your assigned student(s). Rephrase the question with simpler language if the student appears not to understand. Don't press a conversation if the student appears confused or uncomfortable.

Following is a list of questions that you can use to get acquainted.

Note to student: Below is a form you can use initially to get acquainted with your assigned student(s). It may be helpful at first to just go down the list of questions and write in your answers or the answers your assigned student gives you. Later, when you are more comfortable, you can become much more informal and create your own conversation.

Questions to Help the Process of Getting Acquainted — ST-10

1. My name is _____. You can call me _____. What is your name?

2. I live _____. Where do you live?

3. In my home there are _____ adults and _____ children. Who lives at your house?

4. I have a pet _____. Do you have (or would you like to have) a pet? If you do not have a pet but were able to get one, what kind of pet would you have?

5. Who is your best friend? Can you tell me about him/her?

6. What is your favorite form of entertainment? i.e. What do you like to do to have fun? (Outdoor games, movies, computer games, television, radio, stereo, reading, drawing, writing, etc.)

7. What is your favorite form of transportation? (Bike, bus, plane, car, train, boat.)

8. What would you like to be when you grow up?

9. What question would you like to ask me?

10. How can we help each other?

Note to student: Below is a sample record form for critical assignment information that you will need in order to carry out your duties as a student volunteer. Make yourself familiar with as much information as possible before you begin each assignment. Not all the information may be readily available. Make the most of whatever information you are given.

Sample Record Form for Assignment with Target Student — ST-11

High School Teen Volunteer _____

Target Student _____

School _____ Classroom _____

Assignment (in terms of what the special needs student is expected to do):

Assignment (in terms of what the teen volunteer is expected to do):

Plans for achieving goals and objectives:

Materials needed:

Summary of how special needs student responded:

Notes to the teacher:

Notes from the teacher to teen volunteer:

As the year progresses, you may want to set up a special notebook to keep track of your CEC club activities. Your Project Support Student Section already has the holes for a 3-ring binder so it will fit neatly in a notebook. Some of the activities that you have completed as you read through the manual will provide a foundation. Now may be time to add others. Complete the form Important General Information (ST-12) and keep it readily available for easy access of important information.

Note to student: Below is a form that may help you keep a record of the student(s) to whom you are assigned during the school year. Keep it in the front of your notebook and as you work with new students add data to your list.

Important General Information — ST-12

Club sponsor name _____ Telephone _____

Receiving teacher name _____ Telephone _____

Other HSTVs involved _____ Telephone _____

_____ Telephone _____

_____ Telephone _____

Event	Date	Time	Location

Notes:

Information on Assigned Students

First Name	Telephone number*	M/F Age	Attitude toward school	Special needs	Favorite things (interests, pets, hobbies, etc.)	Other
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

**Student telephone numbers are used only as a part of an approved school project, e.g., social skill development program. Permission from sponsor, receiving teacher, parent and the student themselves must be obtained.*

Note to student: Below is a suggested back-up plan. It is called a "Disaster Kit" because it may feel like a disaster when your well-thought-out plans fall apart. Preparing a disaster kit will give you confidence and perhaps you will be lucky and never need it.

Disaster Kit — ST-13

It is wise to prepare for "disaster" so that whatever happens when you are working with your assigned target student(s), you can maintain your calm "in charge" posture. For example, if the teacher is absent and there are no instructions for the substitute teacher regarding your assignment, or when your assigned task has taken less time than expected and there is nothing to do until the teacher gets time to re-direct your efforts. If you have a back-up plan, i.e., several flexible, open-ended activities, learning games, etc., you can keep your assigned student(s) occupied and on task. Of course such back-up activities need pre-approval of the teacher. More often it is a matter of needing something you had not anticipated, such as chalk, pencil, eraser, etc., or something that is not readily available. If you have a well-stocked disaster kit within reach you can smoothly get on with the task at hand. Prepare your disaster kit and keep it in a nearby location. If it is not possible to store it in the classroom to which you are assigned, it would be worthwhile to carry it with you. Your kit should contain every small item you can think of that may be needed at the last minute. Note sample suggested items listed below:

paper clips
rubber bands
string
masking tape
stapler and staples
discipline/reward articles for
younger students
(i.e., stickers, stars, smiley faces)
scotch tape
poster board
blank tapes
plain transparencies
data sheets
scissors
back-up activities
(i.e., games, story activities, etc.)

CEC Club Activities

There are many benefits to becoming a member of a high school CEC club. You will develop a healthy, positive attitude toward individuals with disabilities and towards yourself. Through on-going club meetings and special inservice training you will learn many new skills particularly as they relate to serving individuals with disabilities. Meetings are not all work; they also provide an opportunity to meet new friends and have fun. Doing volunteer work through the club will boost your chances for future career success. Teen volunteers are seen as vital resources in the school who can help meet the needs of both students with disabilities and their teachers.

There are many rewards and opportunities for recognition. Club activities often appear in school and local news media. High school and college credits are sometimes given for work done as a volunteer. Scholarships and entrance to college are often enhanced by credits in volunteer work. Club membership can enhance your pride in yourself (as a team player) and your school. Frederick Herzberg in a book entitled *Work and the nature of man* (1966) said "Workers need to serve, to fill needs for personal responsibility, productivity and development." Because of the club's goal of embracing all diversity, you will increase your awareness of human differences in a pluralistic society. Finally, and perhaps most important of all, it is your opportunity to do something worthwhile for another human being.

As a club member you will increase your productivity as a part of a team. High school student CEC members are team players. You have made a commitment to creating and supporting a team effort. In forming leadership for your CEC club, you will want to get other people involved and committed. Invite others to become a part of the excitement and the action. Look for new members who want to succeed and who can work well with others, particularly individuals with disabilities.

Because you are a part of the International CEC, you will be electing officers and developing a constitution. Your club will plan and implement meetings and activities. There are many issues to be considered by the membership when formulating a new high school CEC chapter. Your sponsor will have guidelines from the national CEC office in Reston, Virginia. As an official associate member of the Council for Exceptional Children, you will be eligible to attend local, state and international meetings. You will be authorized to establish and finance the operation of committees to carry out your chapter business. Some of the high school chapters already in operation have been engaged in many exciting activities. During the 1991 summer training, clubs that were present shared some brief descriptions of events which were included in the first Project Support Newsletter, *Project Support Volunteer Update*, June 1991.

Parma's Project Support group, now entering its third year, sponsored such projects as audiotaping books, tutoring, and a training session, and they assisted in the Special Arts Festival. The group raised money by holding a car wash. Next year they hope to become involved in a class for students with visual impairments, hold a "Disability Awareness Week," and recruit new members.

Since April, Boardman has been involved in a Walk-a-thon, Prom, scholarships, and a summer pen pal project. They hope to set up a tutoring program and sponsor a Disability Awareness Week.

Volleyball games, disability awareness activities, and trips to the Metzenbaum Center are all projects Chardon High School has supported since they began in January. They plan to do community work and start intensive recruiting next year.

Cuyahoga Hills is just starting, but they have had two years' experience as a "non-club." They would like to recruit new members and have at least four successful fund raisers.

Lakewood is now in its third year. They have sponsored such activities as a Walk America dance, Kids on the Block puppets, United Way phoning, tutoring, an all-school carnival, parent groups, and community service. They plan to recruit with newsletters, signs, and open meetings.

A club just starting, Sycamore, has raised money through Tupperware sales and Gold C books. They plan to officially start the club and recruit at least ten members.

The Beachwood club has existed less than a year, but they are eager to help others and have enjoyed the training sessions.

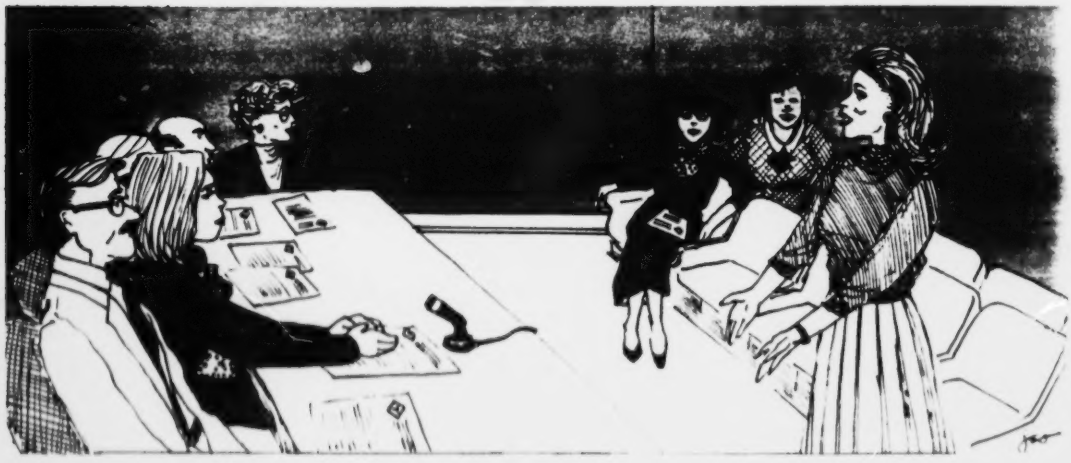
A Cleveland high school is starting a club because the school will soon have a class for students with multiple disabilities. They are planning some activities and hope to recruit more members.

Brunswick has sponsored a Spring dance, decorated a float, coached, and tutored in the first six months since they started. They plan to have a craft show, sponsor the Rubber City Rollers, provide support to teachers, and make the integration of students with disabilities more comfortable. They recruit new members with P.A. announcements, teacher referrals, and word of mouth.

Indian Hills is just starting a group. They are getting many new ideas at training and are eager to plan and start their club next year.

Finally, Solon, now entering its second year, sponsored activities such as Big Brothers/Big Sisters, a "lock-in," monthly meetings, a car wash, ghost balloon sales, and tutoring. They hope to do many more activities next year and are eager to recruit additional members.

As a part of early club action it will be important to build group consensus. Such consensus includes determining what the club is about and where you are going as a group. The following form is divided into two parts: individual and group. Begin by filling out the individual responses and be prepared to contribute to the team or group questions. Once the club members have reached consensus, you have the basis for beginning the serious work of your high school CEC club.



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Note to student: Below is a form to guide your thinking about your high school CEC club and the critical people and actions necessary to insure success. Begin by answering the individual questions quietly by yourself. Next work together as a group to arrive at consensus.

Building Group Consensus — ST-14

Individual Questions

1. Who will support your club activities? Please put most essential person first. (Identify below four people in your building.)
   a. _____
   b. _____
   c. _____
   d. _____
2. Why did you select these people?
3. What qualities should club members possess if the club is to make positive impact?
4. What goals would you like to see accomplished during the school year?
   a. _____
   b. _____
   c. _____
   d. _____
5. What challenges and/or barriers might need to be overcome in order to reach our goals?

Team Questions

1. Which of the people listed by individuals are most likely to be supportive of your club? (Identify in rank order.)
   a. _____
   b. _____
   c. _____
   d. _____
2. What were the top three most often listed qualities that club members should possess?
   a. _____
   b. _____
   c. _____
3. What are the two most commonly mentioned individual goals for this school year?
   a. _____
   b. _____
4. What were the two most often mentioned challenges and/or barriers that may need to be overcome?
   a. _____
   b. _____
5. What shared values are embodied in these goals?
   a. _____
   b. _____

You will be ready to "start the ball rolling" after reaching consensus on the following: (1) who can help get the club organized and operating; (2) the qualities club members should possess; (3) major goals and objectives; and (4) how club members will work to overcome any barriers that stand in the way of success. You are then ready to begin a new journey through your contribution to special education as a member of your high school CEC club. Increasingly across the state, CEC high school club members are contributing to a quality education for students with disabilities. Your club is part of a statewide effort through the Ohio Federation Council for Exceptional Children and the Special Education Regional Resource Center system to provide support to students with disabilities, to the professionals who serve students with disabilities and to the field of special education.

Club activities will require both individual and team effort as you acquire and practice new skills. As in most endeavors, the amount of effort and commitment you put into the work you do will largely determine how successful the journey will be.

Evaluation of individual and group progress

As you grow as an individual high school CEC club member and as your club progresses as a group, some form of evaluation will be needed to guide your actions and further activities. The sponsor, receiving teacher, and perhaps other professional educators will be providing feedback to the club, to you, and/or to each other. Such feedback may be about the activities of the club and, at times, about your personal performance of your duties.

Positive feedback will increase your motivation to continue your work. Sometimes, information that does not (on the surface) feel positive (but is actually constructive criticism) is uncomfortable, at least until you learn to use it to your advantage. Do your best to accept criticism in the spirit of growth.

Evaluation information can be helpful not only to improve personal performance but also it is useful to the club and to the individual members. Such information serves not just as a mechanism to determine if you have accomplished your tasks satisfactorily, but it also provides a data base to set new goals and objectives. Feedback can result in increased motivation, improved club activities, and stronger plans for new or better ways of accomplishing the club's goals.

Sometimes you will be the evaluator. You may be evaluating the student with whom you are working (i.e., how well the student learned or performed in the tutorial or social situation). You may be evaluating the club's activities (i.e., inservice training, club meetings, specific events hosted by the club), or you may be evaluating your own performance. The following is a self-rating scale. It is based on some proven tips for success. You may be asked to complete this or other evaluation sheets as you carry out your duties as a high school student volunteer. Use all the information gathered to continue to be the best high school volunteer you can be.

Note to student: Below is a self-rating scale that can be used in two ways. First use it as a list of tips to guide your actions. Before beginning your assignment, look it over carefully and see how many of the "tips" you can put into action. The second use is as an evaluation checklist. From time to time check your own progress.

High School Teen Volunteers Self-Rating Scale — ST-15

On a scale of 1 to 3, rate yourself on the following tips for success (3 is best/top). Total your score. In the weeks to come, check back periodically. Compare to see how you are doing. When time permits, discuss your progress with your club sponsor and/or receiving teacher.

Preparation/Presentation	1	2	3
Plan carefully for the assigned activity.			
Follow directions of the classroom teacher. If the directions are unclear or you do not understand, ask specific questions for clarification.			
Observe closely the techniques used by the teacher. We learn much by example. Role model positive behavior with target students.			
Keep your disaster kit supplied and ready.			
Develop a friendly attitude with teachers and students alike.			
Task Interactions			
Be on time (dependable and consistent in attendance). Stay on task. Conclude session allowing for brief transition time.			
Begin with a smile.			
Listen carefully and thoughtfully to what the students say.			
Find opportunities for giving students choices, rather than always telling them what to do.			
Allow "think" time when working with students instead of supplying the answer too quickly.			
When students follow directions or give a correct response, reward their efforts with praise (or other agreed upon reinforcement).			
Make yourself helpful by offering further assistance when assigned task is completed.			
Accept criticisms and suggestions without being emotionally upset. View it as an opportunity for growth. You will grow and the teacher will be impressed with your maturity.			

Note to student: You made an important and serious commitment when you joined your high school CEC club. Many clubs have formulated a code of ethics to guide their actions. It is wise to consider a club code of ethics. Below is a suggested code of ethics your club may wish to adopt. Use all or any part of it to form the basis of your own code of ethics.

Sample Code of Ethics — ST-16

A high school CEC club member:

1. respects the confidentiality and privacy of student(s) with disabilities and refrains from discussing the students limitations, interactions, and personal information, except in a professional manner with club sponsor, receiving teacher or other professionals.
2. is a team player and as part of the high school CEC club team recognizes the interdependence of team members and works to provide mutual support for the total club goals and objectives.
3. pledges to provide support to the student with learning disabilities, sponsor, receiving teacher, school administrators and the field of special education in general.
4. contributes to the high school CEC club's success by applying their unique talents and skills to the club's objectives.
5. demonstrates enthusiasm and respect for all people; appreciates the cultural standards and mores of others without judgement of those that are different from his/her own; and protects the self-esteem of each and every individual.
6. volunteers and carries out his/her duties in a climate of mutual trust openly expressing opinions and ideas (at the proper time and place), but refrains from expression of negative opinions or dissatisfaction in the presence of assigned students.

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1991 - 1992

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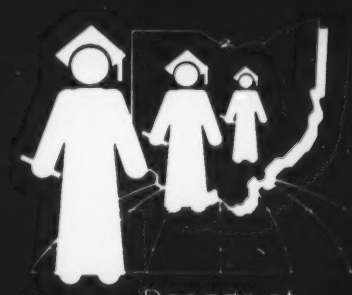

Decade of
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